

# About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2012 Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2012-2013

## School Results

**School:** King Middle School

**District:** Portland Public Schools

**Code:** 1134-1353



# Fall 2012 - Beginning of Grade 6 NECAP Tests

## Grade 6 Students in 2012-2013

### Grade Level Summary Report

School: King Middle School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1353

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	169			487			13,747			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	161	163		462	469		13,416	13,427		95	96		95	96		98	98	
With an approved accommodation	40	42		115	122		2,545	2,560		25	26		25	26		19	19	
Current LEP Students	39	41		115	122		399	415		24	25		25	26		3	3	
With an approved accommodation	27	29		75	82		224	236		69	71		65	67		56	57	
IEP Students	25	25		60	60		2,173	2,171		16	15		13	13		16	16	
With an approved accommodation	15	15		43	43		1,814	1,812		60	60		72	72		83	83	
Students not tested in NECAP	8	6		25	18		331	320		5	4		5	4		2	2	
State Approved	8	6		18	15		247	239		100	100		72	83		75	75	
Alternate Assessment	6	6		15	15		218	217		75	100		83	100		88	91	
First Year LEP	2	0		3	0		6	0		25	0		17	0		2	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		23	22		0	0		0	0		9	9	
Other	0	0		7	3		84	81		0	0		28	17		25	25	

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	169	8	0	161	40	25	77	48	24	15	20	12	649	462	18	51	21	10	647	13,416	12	59	21	8	646
MATH	169	6	0	163	37	23	67	41	22	13	37	23	642	469	18	40	18	23	641	13,427	20	44	18	19	643
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 6 NECAP Tests

## Grade 6 Students in 2012-2013

### Reading Results

**School:** King Middle School  
**District:** Portland Public Schools  
**State:** Maine  
**Code:** 1134-1353

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

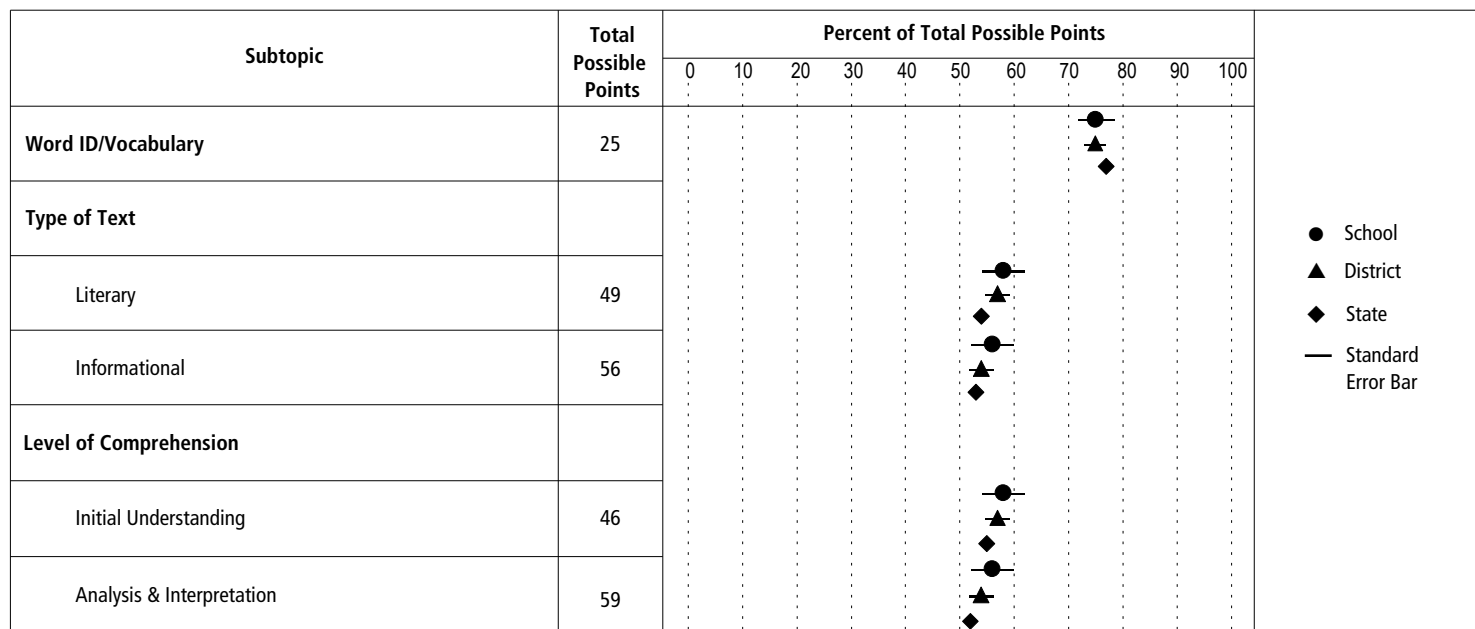
(Scaled Score 629–639)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	188	8	1	179	50	28	89	50	28	16	12	7	650
2011-12	174	4	2	168	40	24	72	43	33	20	23	14	646
<b>2012-13</b>	<b>169</b>	<b>8</b>	<b>0</b>	<b>161</b>	<b>40</b>	<b>25</b>	<b>77</b>	<b>48</b>	<b>24</b>	<b>15</b>	<b>20</b>	<b>12</b>	<b>649</b>
Cumulative Total	531	20	3	508	130	26	238	47	85	17	55	11	648
<b>District</b>													
2010-11	475	21	6	448	87	19	230	51	88	20	43	10	647
2011-12	521	11	8	502	114	23	221	44	96	19	71	14	646
<b>2012-13</b>	<b>487</b>	<b>18</b>	<b>7</b>	<b>462</b>	<b>84</b>	<b>18</b>	<b>236</b>	<b>51</b>	<b>97</b>	<b>21</b>	<b>45</b>	<b>10</b>	<b>647</b>
Cumulative Total	1,483	50	21	1,412	285	20	687	49	281	20	159	11	647
<b>State</b>													
2010-11	14,037	273	105	13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
<b>2012-13</b>	<b>13,747</b>	<b>247</b>	<b>84</b>	<b>13,416</b>	<b>1,611</b>	<b>12</b>	<b>7,920</b>	<b>59</b>	<b>2,822</b>	<b>21</b>	<b>1,063</b>	<b>8</b>	<b>646</b>
Cumulative Total	41,654	808	277	40,569	5,831	14	23,226	57	8,352	21	3,160	8	646





# Fall 2012 - Beginning of Grade 6 NECAP Tests

## Grade 6 Students in 2012-2013

### Disaggregated Reading Results

School: King Middle School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1353

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	169	8	0	161	40	25	77	48	24	15	20	12	649	462	18	51	21	10	647	13,416	12	59	21	8	646
Gender																									
Male	86	5	0	81	16	20	40	49	15	19	10	12	647	242	11	53	23	13	644	6,929	7	58	25	10	644
Female	83	3	0	80	24	30	37	46	9	11	10	13	651	220	26	49	19	6	650	6,487	17	60	17	6	648
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	11	3	0	8										19	5	47	37	11	641	240	8	57	26	9	644
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						116	2	53	33	13	640
Asian	10	0	0	10	1	10	5	50	2	20	2	20	643	37	11	54	24	11	643	239	16	55	20	8	647
Black or African American	34	3	0	31	0	0	6	19	13	42	12	39	630	98	2	37	38	23	636	378	3	38	33	26	637
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	23	46	23	8	648
White	111	2	0	109	38	35	60	55	6	6	5	5	655	294	25	55	14	5	651	12,234	12	60	20	7	646
Two or more races	3	0	0	3										14	21	57	21	0	653	196	12	52	25	11	645
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	44	5	0	39	0	0	9	23	16	41	14	36	630	115	0	35	39	26	634	399	2	32	37	29	634
Former LEP student - monitoring year 1	2	1	0	1										9						38	11	71	16	3	649
Former LEP student - monitoring year 2	0	0	0	0										4						23	22	70	9	0	653
All Other Students	123	2	0	121	39	32	68	56	8	7	6	5	655	334	24	56	15	4	651	12,956	12	60	21	7	646
IEP																									
Students with an IEP	31	6	0	25	1	4	9	36	9	36	6	24	637	60	2	35	38	25	636	2,173	1	25	42	32	633
All Other Students	138	2	0	136	39	29	68	50	15	11	14	10	651	402	21	53	18	7	649	11,243	14	66	17	3	648
SES																									
Economically Disadvantaged Students	88	8	0	80	7	9	36	45	20	25	17	21	640	234	6	45	32	17	640	6,556	6	53	28	12	642
All Other Students	81	0	0	81	33	41	41	51	4	5	3	4	657	228	30	57	10	2	654	6,860	18	65	14	4	649
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	169	8	0	161	40	25	77	48	24	15	20	12	649	462	18	51	21	10	647	13,411	12	59	21	8	646
Title I																									
Students Receiving Title I Services	84	4	0	80	13	16	33	41	18	23	16	20	643	199	11	45	28	16	642	3,311	6	51	31	12	642
All Other Students	85	4	0	81	27	33	44	54	6	7	4	5	654	263	24	56	16	5	651	10,105	14	62	18	7	647
504 Plan																									
Students with a 504 Plan	2	0	0	2										9						377	5	60	28	8	643
All Other Students	167	8	0	159	38	24	77	48	24	15	20	13	649	453	18	51	21	10	647	13,039	12	59	21	8	646

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 6 NECAP Tests

## Grade 6 Students in 2012-2013

# Mathematics Results

**School:** King Middle School  
**District:** Portland Public Schools  
**State:** Maine  
**Code:** 1134-1353

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

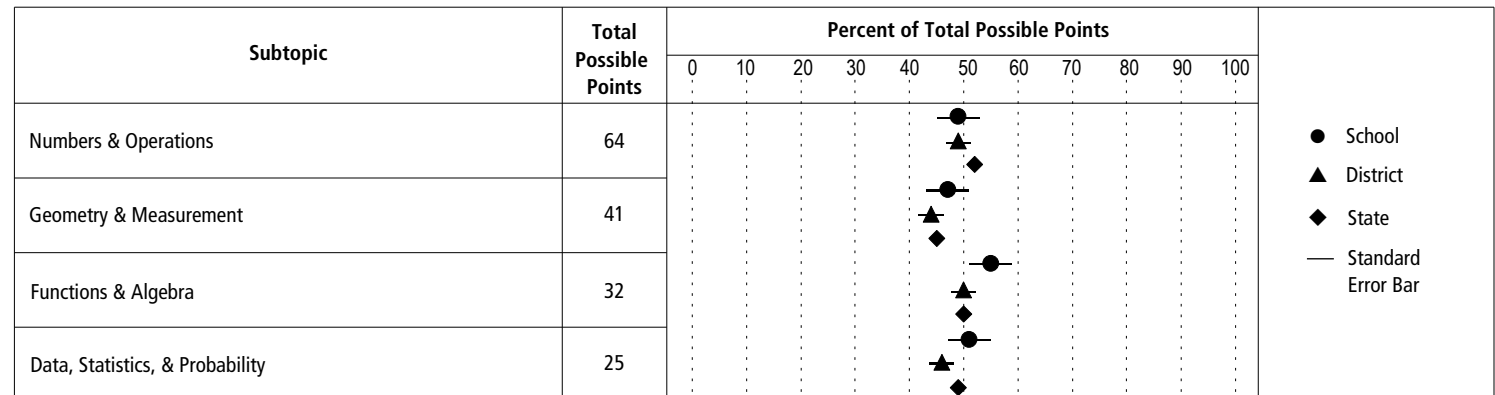
(Scaled Score 633–639)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	188	1	1	186	35	19	81	44	30	16	40	22	642
2011-12	174	1	2	171	29	17	68	40	24	14	50	29	641
<b>2012-13</b>	<b>169</b>	<b>6</b>	<b>0</b>	<b>163</b>	<b>37</b>	<b>23</b>	<b>67</b>	<b>41</b>	<b>22</b>	<b>13</b>	<b>37</b>	<b>23</b>	<b>642</b>
Cumulative Total	531	8	3	520	101	19	216	42	76	15	127	24	642
<b>District</b>													
2010-11	475	8	5	462	92	20	179	39	81	18	110	24	642
2011-12	521	9	6	506	81	16	182	36	86	17	157	31	640
<b>2012-13</b>	<b>487</b>	<b>15</b>	<b>3</b>	<b>469</b>	<b>84</b>	<b>18</b>	<b>189</b>	<b>40</b>	<b>86</b>	<b>18</b>	<b>110</b>	<b>23</b>	<b>641</b>
Cumulative Total	1,483	32	14	1,437	257	18	550	38	253	18	377	26	641
<b>State</b>													
2010-11	14,037	212	120	13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
<b>2012-13</b>	<b>13,747</b>	<b>239</b>	<b>81</b>	<b>13,427</b>	<b>2,656</b>	<b>20</b>	<b>5,923</b>	<b>44</b>	<b>2,362</b>	<b>18</b>	<b>2,486</b>	<b>19</b>	<b>643</b>
Cumulative Total	41,654	735	287	40,632	8,460	21	17,511	43	7,317	18	7,344	18	643





# Fall 2012 - Beginning of Grade 6 NECAP Tests

## Grade 6 Students in 2012-2013

# Disaggregated Mathematics Results

School: King Middle School  
 District: Portland Public Schools  
 State: Maine  
 Code: 1134-1353

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	169	6	0	163	37	23	67	41	22	13	37	23	642	469	18	40	18	23	641	13,427	20	44	18	19	643
Gender																									
Male	86	5	0	81	18	22	30	37	11	14	22	27	641	246	19	39	16	26	640	6,937	20	43	18	19	643
Female	83	1	0	82	19	23	37	45	11	13	15	18	643	223	17	42	21	21	642	6,490	19	45	18	18	643
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	11	3	0	8										19	5	26	11	58	633	242	11	42	19	28	639
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						116	11	41	19	29	639
Asian	10	0	0	10	0	0	5	50	1	10	4	40	636	38	11	39	24	26	639	242	28	40	15	17	645
Black or African American	34	1	0	33	0	0	7	21	7	21	19	58	629	103	3	20	28	49	631	386	4	25	24	47	632
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	46	31	0	23	646
White	111	2	0	109	36	33	50	46	13	12	10	9	647	295	25	47	15	13	645	12,232	20	45	17	17	643
Two or more races	3	0	0	3										14	7	64	21	7	645	196	17	42	17	24	641
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	44	3	0	41	0	0	12	29	5	12	24	59	629	122	2	21	24	53	630	415	5	23	22	50	631
Former LEP student - monitoring year 1	2	1	0	1										9						38	24	58	13	5	647
Former LEP student - monitoring year 2	0	0	0	0										4						23	48	43	0	9	651
All Other Students	123	2	0	121	36	30	55	45	17	14	13	11	646	334	23	47	17	13	645	12,951	20	45	17	18	643
IEP																									
Students with an IEP	31	6	0	25	1	4	5	20	7	28	12	48	629	60	3	18	30	48	630	2,171	3	18	22	58	630
All Other Students	138	0	0	138	36	26	62	45	15	11	25	18	644	409	20	44	17	20	643	11,256	23	49	17	11	645
SES																									
Economically Disadvantaged Students	88	6	0	82	6	7	30	37	13	16	33	40	635	241	6	32	23	38	634	6,568	11	40	22	28	639
All Other Students	81	0	0	81	31	38	37	46	9	11	4	5	649	228	30	49	13	8	648	6,859	29	48	14	10	647
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	169	6	0	163	37	23	67	41	22	13	37	23	642	469	18	40	18	23	641	13,422	20	44	18	19	643
Title I																									
Students Receiving Title I Services	84	2	0	82	14	17	29	35	8	10	31	38	638	202	11	32	21	35	637	3,319	9	38	25	29	638
All Other Students	85	4	0	81	23	28	38	47	14	17	6	7	646	267	23	46	16	15	644	10,108	23	46	15	15	644
504 Plan																									
Students with a 504 Plan	2	0	0	2										9						377	13	45	25	17	641
All Other Students	167	6	0	161	35	22	67	42	22	14	37	23	642	460	17	41	19	23	641	13,050	20	44	17	19	643

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.